

Dialogic Reading

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DESIGNING READING STRATEGY GUIDELINE “DIALOGIC READING” FOR EXTRA CURRICULAR ACTIVITIES IN PRIMARY SCHOOLS

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Abstract:

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In Indonesia, English has been declared as an extra-curricular activity in primary schools as regulated by the latest curriculum, 2013 Curriculum, no longer as a local content subject as that of in the past. The position of English as an extra-curricular activity has been criticized to lower down its urgency to be introduced to young learners. Some scholars, both through classical and modern theories, have highlighted the necessity of teaching a language, in this case English, since early ages. Apart from those controversies, primary schools, including teachers, are to be ready to implement the suggested Curriculum and be well equipped with the skills to design instructional materials relevant to the Curriculum.

This current study aimed at designing Dialogic Reading guideline to teach English in primary schools based on 2013 Curriculum. Dialogic Reading is further elaborated into some communicative instructional activities, to be specific reading, in which students are to perform dialog upon reading. The subjects of this study were SD Muhammadiyah 4 Malang and SDN Bunulrejo 2 Malang, recruiting two teachers from each school. This current study was conducted by means of Research and Development design, employing the stages as follows: observation, planning and drafting Dialogic Reading strategies and guideline, trying out at schools, evaluation, FGD, expert validation, and finalizing the draft of Dialogic Reading guideline. After following several aforementioned stages, this R & D resulted Dialogic Reading Instructional Strategies, Dialogic Reading guideline for lower grades (1-3) and Dialogic Reading guideline for upper grades (4-6). It is expected that those products be utilized by primary school teachers in wider scope.

Key words: Dialogic Reading, Strategies, Guideline, 2013 Curriculum, Primary Schools

1. INTRODUCTION

In 2000s, English happened to have a shifted role, which used to be the first language within the instructional activities in primary schools that initially offered a bilingual program as an effort to develop into Internationally-standardized Schools. As a consequence, the presence of English was of urgency and was to be mastered, as the regulation was officially settled. However, in real practice on field, most bilingual classes identically used bilingual textbooks; however, students mostly focused merely on the Indonesian version sheets. Therefore, those expensively-prized books were no longer maximally useful due to the fact that teachers who had been trained to utilize the books were lacking knowledge in comprehending the fundamental concepts. Labeled as exclusive, expensively-prized, and unable to accommodate the students' needs holistically, the initiation of Internationally-standardized School, in January 2013, was officially abolished from the running curriculum due to several above-mentioned reasons. In primary schools, the abolishment of initiation of Internationally-standardized schools as well as the existing Internationally-Standardized Schools set the societies at convenience, yet, on the other hands, it very much did not. This was because English had to be no longer the local content subject in primary schools along with the abolishment issues. As a long-term consequence, in primary schools, English has to be gradually eliminated; the latest would be in Academic Year 2016-2017.

A number of practitioners and observers of English instructions feel sympathetic to such happening conditions. In essence, some classical and modernized theories truly emphasize the urgency of teaching English in early ages. It has become a predetermined belief that earlier learners are more skillful to acquire foreign languages and easier to imitate using the foreign languages way quicker compared to those of adult learners. In

addition, the sympathy is still keeping going further ahead. 2013 Curriculum that considers English as an extra-curricular activity in primary schools, no longer as the local content subject, does not anymore prioritize English instructions in primary schools. All elements of schools, mainly teachers, and also parents are getting worried about this condition due to their powerful reliance on the initial belief that teaching language to the children in early ages will significantly affect their mastery to progress more rapidly.

The implementation of 2013 Curriculum is still to be kept emerging in accordance with the governmental mandate apart from the innumerable criticisms, both positive and negative. In addition, each of primary schools is required to be well-equipped in implementing 2013 Curriculum-based instructions. Each primary school definitely possesses its own different background of readiness as well as interpretation regarding the instructional systems and assessments. Consequently, every single primary school must be entailed by the different interpretation and implementation on the teaching techniques – some have completed the procedures of the suggested Curriculum, but some others remained overlapping with the previous curriculum, School-based (KTSP) Curriculum. Thereafter, 2013 Curriculum recommends that scientific approach be employed during the instructional activities in which teachers are to encourage students to be able to observe, ask questions, elaborate, experiment, and communicate in every single instruction. Henceforward, within this kind of instruction, students are supposed to be able to develop their competencies, including affectivity, cognition, and psychomotor. In addition, something more crucial refers to teachers' readiness in designing English instructions based on 2013 Curriculum.

The result of research regarding instructional methods used in primary schools is yielded in the previous research by Sukamerta (2011) on "The Policies of Teaching English in Denpasar" unveiling that English teachers assigned in primary schools have not taught English to the students in practical ways in addition to not involving the students yet to communicatively use English in effort to meet a requirement of social interaction. That research, henceforward, recommends that communicative learning activate the learners or students to make an authentic interaction. English teachings that are able to provide as many opportunities as possible for having some trial attempts in the social interaction are deemed to be more effective to arrive at the desired goals in accordance with the nature of the language itself, which is as a communicational tool. Language teachings are to emphasize more on language use, no longer language usage. In Sukamerta's research, there have not been alternative designs suggested to head to communicative, meaningful, and contextual English instructions based on the suggested approaches advised by 2013 Curriculum.

In addition to the aforesaid factual results, an observation piloted in SDN Bunulrejo 2 Malang, in the end of 2014, revealed that the English instruction still concerned on teaching the language as the tool, not on using the language in communicative and contextual ways. Moreover, the teacher was still dominating the use of English in the classroom activities as the techniques used were still classical. Accordingly, the implementation of such interaction made the students less active in using English and passive in terms of reading skill.

The identical condition was also found out on the further observation the researcher had in the beginning of semester, in September 2015, at SD Muhammadiyah 4 Malang, one of primary schools that has been employing and committing to incessantly implement 2013 Curriculum. Nonetheless, in its implication, there were several occurring obstructions, which were: 1) the implementation of the instructional activities had not met the characteristics of 2013 Curriculum; and 2) there was not any guideline to execute the English instruction based on the scientific approach as highlighted in 2013 Curriculum. This must obviously be a challenge for primary school teachers and academicians to formulate a way how to pattern English instructional activities as a reflection of the running curriculum. Therefore, this current research formulated the following statement of the problem: 'How is the design of Dialogic Reading Guideline for teaching English in primary schools based on 2013 Curriculum?'

2. LITERATURE REVIEW

Principles of Teaching English in Primary Schools

An aspect that is highlighted within the language instruction is that teaching a new language (whether, in this case, English or the other foreign languages) to the children differs from teaching a new language to adults. 'Pedagogy' is the term that refers to teaching the early-aged children or learners; while 'androgogy' is identical with adult learners, in which the instructional activities are suited to their ages and characteristics.

Phillips (2000) elaborates that teaching language to the children should underline several aspects as follows. Firstly, the provided activities are to be as simple as possible so that students are allowed to get the point. Secondly, the tasks given should be reached out by the students' competence. In addition, those tasks must be solvable and are to make students amused as well as satisfied right after completing them all. Thirdly, the classroom activity has got to be orally-based. Fourthly, the writing activity is to be taught as minimum as possible due to the students' competence that has not been good enough in writing in spite of using their local language. Indeed, according to Sabilah (2004), there are some principles of teaching English to the children, they are: using the simplest pattern of language, conducting an exciting teaching, not the horrifying one; and being able to employ some tricks.

To appropriately teach English to the children, it is of importance to highpoint children's characteristics. Children's characteristics are distinguished into 10 major points as below (Sabilah: 2009):

1. Owning several stages of development so as the materials to be taught cannot be over the normal capacity;
2. Having a high curiosity;
3. To children, a world is full of surprises so that anything new is commonly attractive;
4. Adoring repetition so much;
5. Egoistic;
6. Believing in any teachings the teachers have taught, including accepting the second language;
7. Owning short attention span and low concentration;
8. Relying on having hands-on activities to easily learn;
9. Activating their five senses;
10. Wholeheartedly learning the language with love.

The classical theory from Scott and Ytreberg (2002) has also highlighted that there are several requirements that are to be completed by the English teachers in teaching children. Firstly, teachers are to be well-equipped (constituting having a good speaking, being able to control children's psychology, and being competent in employing various teaching techniques). Secondly, English teachers for young learners are to be morally-equipped, by means of loving children, thinking as that of children, being enthusiastic, being humorous, and being able to be the special one for children, since they are supposed to be the role models for their students.

In other words, teaching English as a foreign language in Indonesia requires an intensive attention to make students euphoric and excited to learn and must be fully oriented to maintain their English mastery. Furthermore, one of the determining factors is the readiness of English teachers who have been supplied by the essence of determination, patience, perseverance, creativity, science, and various teaching techniques.

2013 Curriculum

2013 Curriculum, massively observed and discussed throughout the nation as well as in the local scopes, comprises a number of significant alterations from the lately previous curriculum, School-based (KTSP) Curriculum. Those alterations include numerous aspects covering students' competency, the position of subject matters, approaches, the structure of curriculum, the assessment on the learning outcomes, and the structure of extra-curricular activities (The Ministry of Education and Culture, 2013). Alluding to the elaboration of various aspects regarding students' competency, soft-skills, and hard-skills that cover affectivity, psychomotor, and cognition, students, furthermore, are to commit themselves to betterment and evenness. Regarding the aspect of the position of the subjects, the competence, that used to be previously derived from the subjects, is referred to the basis from which the subjects are advanced. The employed approach is supposed to be integrated-thematic. Reflected from the aspect of the structure of curriculum, essentially, the curriculum is to be holistically science-based (including natural, social, and cultural aspects). Meanwhile, the number of subjects decreases from 10 to 6 subjects in total. On the other hands, the time allotment increases to 4 hours per week due to the alteration of instructional approaches under implementation. On the aspect of instructional process, there are four foremost points to consider. Firstly, the Standard of Process that was initially concerned on exploration, elaboration, and confirmation is completed by observing, questioning (asking question), processing, presenting, verifying, and producing activities. Secondly, learning does not take place solely in the classroom, but also within the school and society environments so as to widen the learning environment and context. Thirdly, teachers are not the only

learning resource. Fourthly, the affectivity is not verbally taught, but communicated through some examples and role models from teachers, parents, or anyone who is responsible for it within the learning environment. Furthermore, the aspect of the assessment of learning outcomes also differs and alternates. Firstly, the assessment is to be competence-based. Secondly, there is a shift detected on the assessment that would be based on a test (by measuring the cognitive skill based on the results yielded) to the authentic assessment (by means of measuring all component skills, namely affectivity, psychomotor, and cognition). Thirdly, it is of necessity to enhance PAP (The Approved Standards of Assessment) in which the learning achievements are based on the level of the students' scores upon the maximum or ideal score. Fourthly, the assessment is not only focused on the level of Basic Competency, but also on the level of core competency as well as the Standard Competency of Student. Fifthly, it is of necessity to promote the utilization of portfolio to the students as the main instrument of assessment.

English in 2013 Curriculum of Primary Schools

In 2013 Curriculum, English position has shifted to be an extra-curricular activity, **no longer** considered as the local content subject. The extra-curricular activities, thereafter, commonly comprise four contents, constituting Sports (compulsory), Health Unit of School, Youth Red Cross, and English. Apart from the position of teaching English as the extra-curricular activity, the use of English as the main language for daily interaction is gradually prohibited until the Academic Year of 2016-2017, excluding in the Internationally-standardized Schools.

According to the Ministry of Education and Culture (2013), there are five fundamental aspects to be noted in 2013 Curriculum regarding the language subjects. Firstly, the planned materials are to be concerned on the use of language as the communication tool to express notions and knowledge, which means that the materials that are projected to be taught are no more focused on the structure of language as that of happening in the previous curriculum. Secondly, the students are to be habituated to read and comprehend the meanings of the texts in addition to make and reserve a summary of the texts by formulating their own language styles. In fact, this is in contrast to what the students had in the past with the preceding curriculum within which they were only instructed to repeat what they had finished reading. Thirdly, students are to get accustomed to arrange the texts in systematical, logical, and effective ways by means of numerous exercises of the text arrangement that the previous curriculum did not have. Fourthly, the students are posed to a number of regulations that are acceptable in arranging any kinds of texts so that they are not feeling confused in the process of arranging the texts (based on the situational conditions interconnected with 'who', 'what', and 'when'). Fifthly, students are to be encouraged to express themselves as well as their knowledge through spontaneous verbalization by using the well-founded language.

Due to the fact that English is included in the extra-curricular activities, English, therefore, will no longer be present in the lesson schedule of primary school. English textbooks will not obviously be printed, as one of the main textbooks, by some great publishers operating in Indonesia due to the drastic decrease of the market demands, as the impact of implementing 2013 Curriculum. However, in today's practices, many schools, particularly those operating in the big cities, keep inserting English as one of the subjects to learn and teach. In addition, English teachings are performed by means of various styles that are identical with the schools' identities in addition to the competencies of the teachers assigned in each of schools.

Dialogic Reading Technique

Dialogic reading signifies a technique used at the English instructional activities for students of primary schools that aims at upgrading students' communicative competence, mainly on reading activity. In addition to the communicative competence, Dialogic Reading technique is deemed to be able to upright students' non-linguistic competence; students are required to socially and culturally get into the interaction to meet the characteristics of 2013 Curriculum. Moreover, the purpose of such dialogic interaction is to involve students at a particular conversation or dialogue in continuance so that they can acquire several chances to deeply learn new concepts and vocabularies, to formulate newly-learned vocabularies, and to build first-hand phrases and sentences that are classier. Therefore, this is considered of urgency since students have more chances to read any texts in English.

Dialogic Reading strategy that is possible to be implemented at the English instructional activities in primary schools is “*Follow the CAR*” standing for, *Follow the child's lead, Comment and Wait, Ask questions and wait, and Respond by adding a little more and wait*. This strategy can be occupied by means of interconnecting with the instructional goals, instructional materials, and the readiness as well as competency of the students. Furthermore, a student-centered English instruction is allowed to make students get attracted in which their interest provides teachers with an ease to teach new concepts and vocabularies. After reading activity has been completed, teachers utter some comments to what is happening in the reading texts and wait for the students to comment, which is supposed to train students’ critical thinking. Afterwards, teachers are to ask some questions to students for sharpening their speaking competence and wait for them to answer the whole questions. In this stage, teachers, furthermore, are allowed to repeat the questions. After students finish answering the questions, teachers are to respond and provide some new concepts while waiting for students’ coming responses. In this stage, students will have more opportunities to prepare themselves to speak out, obtain new vocabularies, and re-elaborate the concepts of patterning sentences until they are able to find out the precise patterns of the sentences by their own competence.

The core characteristic of the Dialogic reading technique is asking question. By asking question, students are accustomed to formulate the target language, to think about wording the concepts, and to develop the notions based on what are actually happening in reality. Consequently, the word ‘CROWD’ can be referred to a guideline for teachers to arrange the questions to ask. The followings are the exemplifications as well as the

illustrations:

C-completion questions

‘Five little monkeys jump on ____’

R-Recall questions

What happens after the wolf huffs and puffs?

O-Open-ended questions

‘Tell me what is happening in this picture?’

W-‘W-h-questions’

What is that? Who is..?

D-Distancing questions

What happened when we made your birthday cake?

3. METHODOLOGY

In general, all of researches aim at finding out the answers of the formulated questions regarding the objects under the investigation. Therefore, it is of requirement for the researchers to employ a suitable strategy to arrive at the desired goals as well as to answer the questions that have been all planned in the initiation. There are a couple of approaches that can be occupied; two most popular approaches are qualitative and quantitative approaches. Different approach will differ in terms of determining different procedures that are to be implemented (Ary: 2010). For instance, the difference takes place on the process of observation, the decision of selecting data source, the consideration of employing research instruments, the process of data collection, data classification, and data analysis.

This research, in fact, constituted a Research and Development aiming at designing Dialogic Reading Guideline for teaching English in primary schools based on 2013 Curriculum. This technique is relied to be able to decode the English teachings, to be precise in Reading material, supplemented by several activities that drill primary school students to have a communicative dialogue activity by using English through elaborating 2013 Curriculum-based instructional approaches.

In accordance with the formulated statement of problem and goals highlighted in the previous section, this research referred to Research and Development, a kind of research that is purposed to yield either a product or model, whether in the form of hardware or software. The method employed in this research was qualitative method. This research, moreover, was expected to result Dialogic Reading guideline for English instructional activities in SD Muhammadiyah 4 dan SDN Bunulrejo 2 of Malang City by means of 2013 Curriculum-based approach. The development of this model aimed at upgrading English instructions in primary schools to be more meaningful, contextual, and able to arrive at students’ communicative competence.

The procedures of this research followed the succeeding steps proposed by Borg and Gall (1983:775-776) that had been simplified based on the needs of this research, they were:

- 1) Collecting the information and piloting an initial observation – In this stage, the researcher team was learning some findings of the previous researches regarding the implementation of English instructions based on 2013 Curriculum. At the same occasion, the researchers visited numerous schools throughout Malang to observe the real condition of schools that were in their on-going implementation of 2013 curriculum. Furthermore, SDN Bunulrejo 2 Malang was appointed to be the representative of all public primary schools of Malang; whereas, to be the representative of private primary schools of Malang, SD Muhammadiyah 4 Malang was allotted;
- 2) Planning – After piloting the observation, the researcher team constructed a technical plan for conducting the instructions by means of Dialogic Reading technique that had been completely matched to the schools' conditions;
- 3) Drafting a format – The researcher team created a practical guideline to be tried out at both of the schools;
- 4) Training to utilize Dialogic Reading guideline at the real instructional activities – In the end of the training session, the teachers of both of schools gave feedbacks for the betterment of the design;
- 5) Piloting a field-testing – The researchers were to consider the feedbacks uttered by the teachers. Therefore, after the revised draft was complete, it was ready to be tried out at the real instructional activities in the classroom;
- 6) Revising – Alluding to the classroom implementation, some findings of the obstructions would be the bases for making an improvement on the design of Dialogic Reading guideline;
- 7) Expert Validation – After the design had been completely perfected, the revised draft was handed out to the expert for being validated;
- 8) Finalizing the revision – In this stage, the main activity signified refining Dialogic Reading guideline to be implemented in other classroom activities.

In brief, these stages comprised: observation, training the teacher models of each school to implement the techniques and media within Dialogic Reading-based instructions, trying out at schools, evaluation, FGD, and finalizing the draft of Dialogic Reading guideline for English instructions based on 2013 Curriculum.

The school subjects of this research were SD Muhammadiyah 4 Malang and SDN Bunulrejo 2 Malang. Those two schools were the representatives of both public and private schools throughout Malang City. The selection of the delegated schools as the respondents of this research was based on the characteristics entailing the schools that precisely met the formulated research problem. The considered characteristics comprised the representativeness of public and private primary schools, the beliefs on 2013 Curriculum, the implementation of English teaching, and so forth. In addition, the English teachers from each of the schools were recruited, constituting 4 English teachers in total. Furthermore, they were prospectively trained and involved at designing Dialogic Reading guideline for teaching English in primary schools based on 2013 Curriculum.

4. FINDINGS AND DISCUSSION

This research constituted Research and Development that aimed at designing Dialogic Reading guideline for teaching English in primary schools based on 2013 Curriculum. Furthermore, Dialogic Reading technique refers to a formulation to decode the English teachings, to be specific reading material, supplemented by several activities that strengthen the dialogical competence of primary school students in communicative ways by means of elaborating 2013 Curriculum-based approaches.

This research, henceforward, has resulted Dialogic Reading guideline for English instructions based on 2013 Curriculum in SD Muhammadiyah 4 and SDN Bunulrejo 2 of Malang City. This model development, therefore, was purposed to make English instructions in primary schools more meaningful, contextual, and able to improve students' communicative competence.

This current research was conducted yielding the following outputs:

- (1) Dialogic Reading instructional strategies contained a list of frequently asked questions regarding Dialogic Reading. Those questions, moreover, comprised definition, advantages, characteristics, time to implement, instructional techniques, lists of dos and don'ts during the implementation, instructional

procedures, text selection procedures, how to make questions, patterns of questions, and teachers' challenges in implementing Dialogic Reading instructional strategies.

Figure 1. The Cover Layout of Dialogic Reading Instructional Strategies



- (2) Dialogic Reading guideline could be utilized by primary school teachers for teaching English in primary schools based on 2013 Curriculum in wider scopes. In detailed, two kinds of guidelines have been designed, namely: Dialogic Reading guideline for lower grades (1-3) and Dialogic Reading guideline for upper grades (4-6).

Figure 2. The Cover Layout of Dialogic Reading Guideline for Lower and Upper Grades



The reached outputs had already matched with the research procedures that followed the adopted procedures from Borg and Gall (1983:775-776) which were simplified based on the needs of this research. By report, the performed procedures consisted of the followings:

- (1) Collecting the information and piloting the initial observation – In this stage, the researcher team learnt some findings on the previous researches regarding the implementation of English instructions based on 2013 Curriculum. At the same occasion, the researchers visited numerous schools throughout Malang to observe the real condition of schools that were in their on-going 2013 implementation. Eventually, SDN Bunulrejo 2 Malang and SD Muhammadiyah 4 were appointed.
- (2) Planning – After piloting the observation, the researcher team constructed a technical plan of Dialogic Reading instructional strategies that had been completely matched with the schools' conditions.
- (3) Drafting a format – The researcher team created a practical guideline as the result of the researcher internal FGD. The initiation draft was the unprocessed one that would be revised and modified by considering the suggestions uttered by the teacher team from both of the delegated schools. Further, there were 3 drafts that had been initially yielded and modified, which were; (1) Dialogic Reading instructional strategies, (2) Dialogic Reading guideline for the lower grades (1-3), and (3) Dialogic Reading guideline for the upper grades (4-6).
- (4) Training to use the design of Dialogic reading guideline at the instructional activities – As an initiation, the researcher and teacher teams piloted a closed simulation (without involving the students at schools), discussing the agreements of the detailed procedures to implement Dialogic Reading.

including predicting some occurrences that might happen to be the challenges and obstructions during the classroom implementation. The instructional plans that had been constructed by the researcher team and was supposed to be able to be implemented in the real classroom condition gained some feedbacks from the teachers, which included: (1) the reading texts available were too complicated; and (2) the formulated language function was too sophisticated; one of the examples was the use of Simple Past tense. According to the teachers of both of the delegated schools, to the students, the provided reading texts were too puzzling since they were deliberately deemed suitable for the English native speakers. As a consequence, the initial drafts created by the researchers were to be modified by the school teachers.

- (5) Piloting a field-testing – Testing the try-out draft of Dialogic Reading guideline was piloted in both of the schools of which time schedules were different. The try-out was conducted at Grade 4 of SDN Bunulrejo 2 on Friday, May 13, 2016; while, at Grade 3, room 3-A, of SD Muhammadiyah 4 Malang, it was implemented on Thursday, May 19, 2016.

The instructional goals at Grade 4 of SDN Bunulrejo 2 Malang were: to define and comprehend the use of complicated vocabularies worded in the a reading text entitled *“Goldilocks and the Three Bears”*; to understand the plot and numerous expressions used by the characters within the dialogues in the form of narration; to read the text and highlight the main idea of the story; and to answer the questions regarding the reading text provided. Concerning on the language focus comprising vocabulary, grammar, speaking, and writing, the instructional activities were performed by means of flash storybook instructional media. Uniquely, the process of delivering a story was through reading aloud. The criticism that might arise on the implementation of reading aloud technique was that it was a monotonous technique due to tedious activity that only activated the students to imitate the ways how the teachers read the texts; whereas the dialogues between the students were performed after the reading activity was over. However, regarding post-implementation discussion, the students gained more outputs from the utilization of reading aloud technique, that were: (1) the students were well-equipped to precisely pronounce any sounds of the words based on the modeling of the teachers; and (2) by reading aloud, the students were able to activate their memories to recall any information communicated in the stories.

The instructional goals at one of the lower grades, Grade 3 of SD Muhammadiyah 4 Malang, were: to transfer the meaning from the complicated vocabularies worded at the reading text entitled *The Greatest Treasure*; to find out the nouns in the reading text and see their meanings; to highlight singular and plural forms; to read through and understand the main idea of the reading text; and to answer the questions based on the reading text given. Referring to the language focus that covered vocabulary, grammar, speaking, and writing, the teachers used the video *The Greatest Treasure* completed by an English subtitle. In addition, the teachers played the video until the end without having any dialogue with the students and replayed by stopping at the particular scenes to have some conversations with the students. This activity, furthermore, revealed that the students were building a scheme of the story when watching out the video for the first time. Therefore, the dialogues with the students were more alive and communicative when the video was paused as there were a picture and a subtitle visible altogether.

Based on the observation, it has been detected that the questions formulated by the teachers were the simple forms of a CROWD design inserted at Dialogic Reading guideline.

- (6) Revising – The instructional stages that had been implemented within the instructions were included at a fact-based lesson plan. The revised lesson plans would not be tested anymore, but it was sent to the expert for validation. Thereafter, the revised lesson plan was manifested as Dialogic Reading guideline for the lower and upper grades.
- (7) Expert Validation – Dialogic Reading guideline that had been finished being validated had to still be revised. In fact, there were three urgent suggestions given by the expert, namely: (1) The accuracy of the use of grammar in Dialogic Reading guideline was truly of necessity, so as this written guideline fulfills the accepted regulations. This was needed as one of efforts to minimize the misuse of grammar in Dialogic Reading-based instructions. (2) In implementing Dialogic Reading, there was one session to be included, which was Silent Reading. This session was useful to provide the students with the

chances to re-read the reading text right after reading the text loudly. Reading aloud was advantageous for the students to enhance their pronunciation competence, but it, unfortunately, was not able to give the students wider chance to see the meanings of what they were reading through. (3) In Dialogic Reading guideline, it was suggested that the use of tenses be consistent.

- 8) Finalizing the Revision – The final version was thoroughly revised by several suggestions from the expert. In addition, Dialogic Reading guideline was not compiled like a book, but it was just packaged in the plastic folders and looped by a ribbon, because during the real implementation of Dialogic Reading, this guideline would be used separately by the teachers. Only pages needed for teaching were taken by the teachers.

5. CONCLUSION

This research has resulted the targeted outputs planned beforehand, which were: Dialogic Reading instructional strategies and Dialogic Reading guideline for teaching English in primary schools based on 2013 Curriculum. To yield some outputs up to the final stage, the researcher and teacher teams had completed a set of stages based on the previously designed scenarios of the Research and Development, covering: planning, drafting, printing the draft, workshop and FGD for betterment, trying out at schools, revising, expert validation, and finalizing the products.

6. RECOMMENDATIONS

After accomplishing such set of research stages to result the products which were Dialogic Reading guideline for teaching English at primary schools based on 2013 Curriculum and Dialogic Reading instructional strategies, the following suggestions were proposed: (1) English teachers are to be more creative in selecting and trying out numerous instructional techniques in effort to facilitate students to feel excited and meaningful in following English instructions; one of the examples is by means of Dialogic Reading technique that has been completed by the general guideline and the strategies to implement as highlighted in this research; (2) English teachers are not to rigidly adhere to Dialogic Reading instructional strategies and guideline that has been yielded from this research. They are allowed to have some innovations by modifying a number of aspects based on the requirements and the conditions of classrooms and students. For example, teachers could replace one text with other kinds of texts that are rich of vocabularies which students are capable of. In addition, they may modify the way to tell the story, from direct story-telling to reading the story aloud or even might just let students watch any movie played. Furthermore, all variances of implementation aim to conduct exciting English instructions that can attract students to try out and practice using English. In this case, therefore, it is advocated that English teachers be fully creative.

7. ACKNOWLEDGEMENT

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